

Inspection report for early years provision

Unique reference number	121484
Inspection date	29/11/2011
Inspector	Lindsay Farenden
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 1996. She lives with her husband, one adult child and children aged eight, 10 and 14 years in the borough of Reigate and Banstead. All areas of the ground floor and two bedrooms are used for childminding. There is a fully enclosed garden available for outside play.

She goes to parks and children's facilities on a regular basis. The family has one pet rabbit.

The childminder is registered to care for a maximum of six children under eight years, of whom three may be in the early years age group. There are currently two children on roll in the early years age group who attend various days of the week. The childminder also cares for children aged over six years old. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder holds a relevant early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's welfare with success, ensuring they are very safe and secure. Children are provided with a wide range of activities both inside and outside of the home to promote their learning and development. Children's individuality is recognized and nurtured by the childminder who has a good knowledge of their individual needs, interests and abilities. Partnerships with parents are a key strength of the childminder and contribute significantly to ensuring excellent continuity of care. The childminder works closely with other provisions that children attend. Children gain some knowledge about diversity through resources and activities. Through self-evaluation the childminder is aware of her strengths and is committed to developing her provision to further enhance the good outcomes she provides for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the range of resources which reflect disability and provide children with further opportunities to learn about different cultural festivals .

The effectiveness of leadership and management of the early years provision

There is extremely strong emphasis on safeguarding children within the childminding setting. The childminder has a very good knowledge of child protection issues and the procedures to follow if she has concerns about a child's welfare. Adults living in the home have been suitably vetted and one of the childminder's children now aged 16 is awaiting clearance. Comprehensive risk assessments have been undertaken for inside the home and for each individual outing and high consideration is given to support children are safe at all times. Fire safety equipment is in place and the written fire evacuation procedures are practised on a regular basis with the children. Children learn to keep themselves safe as the childminder continually talks to them about the importance of road safety when they are on outings. She teaches them about stranger danger and about going to a police officer if they need help. A wide range of written policies and procedures are shared with parents and guide the childminder in her daily practice to support children's health, safety and welfare. The childminder improves her childminding practice, through the use of self-evaluation, information gained from childcare media and liaising closely with other providers.

The childminder organizes her day well. Children's care and learning is enhanced by the childminder's enthusiasm and commitment to her work. She is a trained nursery nurse and has a wide experience of caring for children. She provides a good range of play resources, which are attractively stored in containers with pictures clearly showing what is in them. Children's independence is encouraged, as they make choices about what they want to play with, building on their natural curiosity as learners. Children access a range of resources and books that reflect diversity, although few toys reflect images of disability.

Excellent relationships with parents contribute to inclusion and meeting the children's needs very well. Parents' views about their child's needs and interests are actively sought during the settling in period and on a regular basis throughout their time at the childminder's. They are kept very well informed of their child's day and developmental progress through verbal feedback and daily diaries. Information from parents at inspection shows they think extremely highly of the childminder. They comment about how much their children thoroughly enjoy attending the setting. The childminder works closely with schools children attend, which promotes continuity of their learning and care. The childminder has a positive attitude to caring for children with special educational needs and/or disabilities and would willingly work with other agencies involved with the child to help them reach their full potential.

The quality and standards of the early years provision and outcomes for children

The childminder provides a warm and relaxed homely environment. Children feel very safe and secure in the care of this experienced and dedicated childminder

where they know all their needs will be met. The childminder provides a good role model and offers constant praise and encouragement to promote children's self-esteem and positive behaviour. She interacts very well with the children and spends a lot of time engaging in play with them. The childminder makes worthwhile observations of children's achievements and then uses these effectively to plan each individual child's next step of learning and development. Each child has their own assessment profile, which shows children are making good progress in all six areas of learning in relation to their starting points.

Children enjoy making models from construction resources with her. They enjoy developing the problem solving skills as they do puzzles. They join train tracks together and use their imaginations well as they play with trains and cars. The childminder encourages children to learn as they play by asking them simple questions about numbers and shapes. They show great interest in exploring toys that make sounds as they push buttons. Books are displayed in a very attractive and inviting manner and children enjoy looking at them with the childminder. Children express themselves creatively through a good range of mediums, such as painting activities, drawing and mark making, dough, gluing, sticking and sand play. Children's language and social skills are developed through attending a singing and dancing group on a regular basis. They learn about the natural world as they enjoy collecting conkers and leaves and watching squirrels, birds and other wildlife. The children enjoy a wide variety of outings which develops their knowledge and interests. For example, the zoo, farms and heritage centres. Children develop knowledge about the wider world through books and by being encouraged to talk about places they have visited on holidays. They begin to learn about different cultural festivals, such as Chinese New Year through activities and food tasting. Children are encouraged to value other languages, as they are taught to say 'hello' in different languages from around the world.

The childminder actively helps children develop healthy lifestyles. Children are cared for and play in a very clean home in which the childminder gives high priority to hygiene procedures. Each child has their own towel with their name on it, which prevents cross infection and also gives them a sense of belonging in the home. Children enjoy playing in the childminder's garden, which is well equipped with slides, swings and wheeled toys. They frequently visit parks to play on large apparatus and have great fun at soft play centers. The childminder is astutely aware of the importance of providing children with nutritious home cooked meals to introduce them to healthy eating habits from a young age. The childminder holds a current first aid certificate, so is able to attend to minor injuries.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met